

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [X] Magnet [] Choice

Name of Principal Mr. John Reynolds

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Jefferson Science Magnet School

(As it should appear in the official records)

School Mailing Address 75 Van Buren Avenue

(If address is P.O. Box, also include street address.)

City Norwalk State CT Zip Code+4 (9 digits total) 06850-3306

County Fairfield County State School Code Number* 1030711

Telephone 203-899-2870 Fax 203-899-2874

Web site/URL http://portal.norwalkps.org E-mail reynoldsj@norwalkps.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Manuel Rivera E-mail: rivera@norwalkps.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Norwalk School District Tel. 203-854-4000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Attorney Michael Lyons, Chairperson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 12 Elementary schools (includes K-8)
 - 4 Middle/Junior high schools
 - 3 High schools
 - 0 K-12 schools
- 19 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 11 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	51	41	92
1	52	35	87
2	53	51	104
3	43	62	105
4	56	36	92
5	51	46	97
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	306	271	577

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 12 % Asian
 - 16 % Black or African American
 - 55 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 14 % White
 - 3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 8%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	21
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	23
(3) Total of all transferred students [sum of rows (1) and (2)]	44
(4) Total number of students in the school as of October 1	581
(5) Total transferred students in row (3) divided by total students in row (4)	0.076
(6) Amount in row (5) multiplied by 100	8

7. English Language Learners (ELL) in the school: 29 %
168 Total number ELL
 Number of non-English languages represented: 12
 Specify non-English languages: Spanish, Hindi, Malayalam, Urdu, Bengali, Sinhalese, Nepalese, Gurjarati, Creole, Russian, Chinese, Italian
8. Students eligible for free/reduced-priced meals: 68 %
 Total number students who qualify: 394

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 5 %
31 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|-------------------------|---|
| 4 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 8 Other Health Impaired |
| 0 Deaf-Blindness | 11 Specific Learning Disability |
| 1 Emotional Disturbance | 5 Speech or Language Impairment |
| 0 Hearing Impairment | 0 Traumatic Brain Injury |
| 0 Mental Retardation | 0 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 2 Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	26
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	17
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	96%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Overview: Jefferson Science Magnet School is a K-5 elementary school located in Norwalk, CT that lives by its motto, “We Help Each Other.” What makes Jefferson particularly “special” is its demographic diversity with 71% of the students coming from Hispanic and African American families, as well as its socioeconomic diversity with 68% eligible for free and reduced lunch. In addition, the 28 teachers and 1.5 administrators are committed to building a web of academic excellence and support around the school’s science magnet theme of experiential and inquiry-based learning.

Moreover, what sets Jefferson apart over the last eight years is its tireless capacity to close the achievement gap. Our educational philosophy of inquiry-based teaching and learning and high standards for all, together with our culture of collaboration and innovation, have allowed us to exceed district expectations and sustain the academic growth of our Hispanic, African American and economically disadvantaged students over time.

Jefferson’s history and geography also directly inform its success. Eight years ago, as a result of a district-wide effort to address racial imbalance at the elementary level, Jefferson transitioned to a science magnet school. As a result of this change, students now participate in a myriad of science-based experiences that are rarely offered to children of this age. In collaboration with Norwalk’s Maritime Aquarium and Stepping Stones Museum for Children, the program combines a rigorous and engaging science-based curriculum scaffolded with hands-on experiences that leverage the local resources of our Long Island Sound shoreline community. Jefferson children not only learn the content area for their grade level, but also the college and career skills of critical thinking and problem solving for life-long learning success.

In terms of the magnet selection process, all students who reside in the Jefferson designated attendance area attend the school. In addition, each year a small number of students from outside the attendance area are allowed to enroll in any of the available slots on each grade level through a district-level lottery process. Since its inception, the demand for our magnet program has exceeded our availability.

Over the years, Jefferson has received recognition for its successes. For example, in 2008, the Lone Pine Foundation identified Jefferson as third place winner in its Fairfield County Academic Gain Award. Then again in 2009, Jefferson was identified as the first place winner in the Fairfield County Academic Gain Award.

Additionally, ConnCAN (CT Coalition for Achievement Now) named Jefferson a success story for the 2009-10 and 2010-11 school years for making great strides towards closing the achievement gap. The school also placed first in African American student performance in their ConnCAN Top 10 Rankings for 2011-12. These recognitions have provided the opportunity to offer professional development to other schools and to host site visits for teachers from other districts to observe our unique program.

Each school in Norwalk is committed to implementing the district mission “To create a student-focused culture that motivates, challenges and supports every individual student to his or her highest potential” in a way that best suits the culture of its community. Jefferson fulfills this mission by applying a student-focused culture through its inquiry-based teaching and learning to meet the individual needs of each and every child. And our vision for every child to transition into middle school fully prepared to reach his/her highest potential is aligned with the district vision, “All students will graduate prepared to reach their highest potential for college, career and life-long success in a globally competitive society.”

Implementing this mission/vision in a demographically and socioeconomically diverse community comes with its challenges as well as its opportunities. One challenge is ensuring that the individual needs of each and every child are met on a daily basis. To that end, Jefferson teachers believe in experiential learning and are committed to science as the foundation of our program. They actively participate in weekly grade level meetings to ensure each child is challenged and to use data to identify and capitalize on each student’s strength. They avail themselves of every opportunity to reach out within the school walls and beyond to

their students' families in support of the school motto, "We Help Each Other," with programs such as "How to Read with Your Child" and monthly "Healthy Living Evenings."

One of the special features of Jefferson is the TRIBES Process that focuses on the social/emotional development of each child. TRIBES integrates social goals into academic lessons throughout the day, teaching students how to work together and develops a school-wide climate of trust and collaboration. It provides staff and families with a universal language for what is expected of them throughout the grade levels. TRIBES, together with a unique sequence of daily science-based academic programming with guest lecturers and field trips, gives our students the ability to experience social, behavioral and academic success.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Connecticut's accountability system uses an index score which is a composite of multiple data points. This allows the State to assess and compare school performance across more than one tested grade, subject or performance level. To calculate an index, a student's achievement level in each subject on the Connecticut Mastery Test (CMT) is converted to an index score.

The Standard CMT has five achievement levels, each with their own index score. Advanced (level 5) and Goal (level 4) have an index score of 100; Proficient (level 3) has an index score of 67; Basic (level 2) and Below Basic (level 1) have index scores of 33 and 0, respectively.

A Student Individual Performance Index (Student IPI) is calculated by averaging all of a given student's valid and non-excluded subject index scores. For example, a 3rd grade student who attains the Proficient level in math, Goal level in reading, and Advanced level in writing would have a Student IPI of 89 (i.e., $(67 + 100 + 100)/3 = 89$).

A School Performance Index (SPI) is calculated by averaging all of a given school's valid and non-excluded Student IPIs. The overall School Performance Index (SPI) is used for school classification on both statewide and locally.

Jefferson achieved an SPI of 81.8 exceeding its state target of 79.5 for the 2013-14 school year with a less than 10 SPI points gap for African American, Hispanic and Free & Reduced Lunch groups. Jefferson also exceeded the state's participation goal rate of 95% with 99% of the students participating. As a result, Jefferson received a rating of "Progressing," which was only awarded to 235 out of 820 elementary and middle schools across the state.

On the district level, Jefferson effectively uses the mClass Reading 3D early literacy benchmark assessment three times a year. This assessment includes the DIBELS and the Test of Reading Comprehension (TRC). On the DIBELS assessment, we increased the number of African-American students reading at or above benchmark by 12% and Hispanic students by 9%, compared to only 5% for White students. On the TRC assessment, we increased the number of African-American students reading at proficient or above by 21% and Hispanic students by 12%, compared to only 7% for White students.

At the school and classroom level, we use common formative assessment data in 3rd, 4th and 5th grades. Each teacher is expected to measure and ensure the continuous growth of every student. Instructional teams meet weekly to analyze data at all levels (school, classroom, grade level, subgroup and individual student level) to identify strengths and weaknesses, capitalizing on what students can do well, and pushing them to do better.

In terms of weaknesses and gaps, in our data team meetings we noted that English Language Learners (ELLs) in all grades have not kept pace with other subgroups. There has not been sufficient growth in either the cohort data for ELL children moving from 3rd to 5th grades nor in individual grade annual performance levels. To address this issue, the ELL teacher will join the school data team. Other interventions will be explored, including training and implementation of a scientifically research-based model such as S.I.O.P. (Sheltered Instructional Observation Protocol) to support ELL students in the classroom, clustering ELL students in each grade with more 'push in' time from specialists, and hiring paraprofessionals specifically trained to work with these children.

Another discovery was made in our analysis of cohort data results from 2008-09 and 2009-10. We noticed a persistent 'fourth grade dip' typified by a strong performance in 3rd grade math and reading followed by a decline in 4th grade. Several strategies were implemented to address this cross-grade trend including looping 3rd grade teachers to 4th grade, changing grade level assignments, implementing more cross-grade

articulation with ongoing opportunities for peer coaching, and assisting these grade level teams with data analysis. These efforts are now resulting in steady progress between 3rd and 4th grade for our students.

Another trend that we noticed in our data analysis was that many students were mastering three or four reading comprehension strands, but not achieving the ‘goal’ level because they were not mastering the DRP (Degrees of Reading Power) portion of the CMT. As a result, the staff participated in professional development that emphasized using context clues to determine meaning of new vocabulary. Once again, these efforts were successful and reading achievement improved.

2. Using Assessment Results:

Jefferson’s grade level data teams meet weekly and continually analyze assessment results. The progress monitoring data from the DIBELS and TRC early literacy assessment are used to organize and implement our multi-tiered model of flexible targeted intervention.

We have also created our own common formative assessments (CFAs), which are quick ‘dipsticks’ based on specific grade level expectations. The CFAs are used by our teachers to efficiently and effectively focus instruction on identified needs. In addition, teams use the CFA data to organize each grade-level into small groups with similar needs. These targeted groups have a student-to-teacher ratio of 10 to 1. For one hour a day, every grade regroups into what we call “Double Dose” literacy. What’s unique about this is that every child, from those well below to those well above grade level expectations, participates in reading intervention and enrichment as needed. At the end of each four to six week cycle, teams meet to examine student growth, share effective teaching practices, and reorganize as necessary for the next learning objectives. This model is data-based, flexible and can vary based on student need.

We believe our “Double Dose” has significantly contributed to our success. For example, Kindergarten students who need to increase phonological awareness skills are placed in a group working on rhyming, while others whose decoding skills are emerging are in groups targeting changing patterns, self-correcting, or retelling. Then third grade students with decoding issues might be with a teacher working on using context to determine unknown words, and others with stronger skills will be in groups working on summarization, inferencing, or fluency.

Our “Double Dose” instructional model for literacy meets the individual differentiated needs of each and every child. For students who have mastered all objectives on the grade level assessment, it serves as enrichment. For those who have not, the extra time is used to implement progress monitoring strategies for remediation. Additionally, more than one adult works with each child throughout the year. Special Education, ESOL, and Bilingual teachers, along with non-certified staff, all serve as resources for every child. We also recruit retired and newly certified teachers to ensure our students receive instruction from, regardless of context, high quality educators. This allows for a variety of individual instructional teacher styles, as well as gives more adults the opportunity to weigh in on each student’s progress. Teachers also benefit from collectively leveraging their expertise and learning from each other.

At Jefferson, we view parents as active participants, and that includes assessment practices. Assessment results are shared regularly with parents in November, March and June progress reports, and at the two annual parent/teacher conferences. Our teachers maintain close communication with families via email and phone calls. When concerns arise, parents are notified, data are used to chart progress, and, if necessary, guide referral for additional services, i.e., special education or ELL.

3. Sharing Lessons Learned:

Sharing the instructional practices that have resulted in the most student growth is an ongoing part of our school’s culture. Staff members are involved with presenting many of our program components to a number of audiences. Nationally, we presented our work in science at the National Science Teachers’ Association Convention. Statewide, Jefferson helped design and present our program to other teachers, administrators, as well as boards of education as part of the recognition received from the Lone Pine Foundation.

As mentioned earlier, in 2008 and 2009 Jefferson was recognized by the Lone Pine Foundation for a Fairfield County Academic Gain Award. Then again in 2009, Jefferson was identified as the first place winner in the Fairfield County Academic Gain Award. This together with ConnCAN (CT Coalition for Achievement Now) naming Jefferson for making great strides towards closing the achievement gap, has provided the opportunity to offer professional development to other schools and to host site visits for teachers from other districts to observe our unique program. Since 2010, the attendance for this professional development opportunity increases steadily each year.

Locally, teachers and administrators from other Norwalk Public Schools, as well as neighboring communities, meet with our teachers at Jefferson, attend data teams, observe our 'Double Dose' program in action and receive ongoing support. A range of topics are presented from targeted flexible regrouping, leadership characteristics and organizational structures to support focused instruction, to working collaboratively with community partners. These partners include Stepping Stones Museum for Children, The Maritime Aquarium, General Electric Corporation, Pepperidge Farms, Norwalk Hospital, and the Health Department of the City of Norwalk. Our teachers will also work off site to support other teachers in other schools as they implement pieces of our program as part of their school improvement plans. On the district level, Jefferson administrators meet monthly with colleagues to share issues and practices relevant to the elementary programs. In addition, Jefferson teachers participate on district wide committees, work with their peers and instructional specialists on literacy and mathematics steering committees, share their expertise and bring new learning back to Jefferson for sharing with their colleagues. Sharing practice and learning within the school is a key essential piece of our "We Help Each Other" culture.

4. Engaging Families and Community:

Jefferson uses numerous strategies to successfully engage its community and families ranging from academic to social, and offered at a variety of times to give access to working parents, and include babysitting, translation, food, and materials. For example:

- Each classroom has a website accessible through the district's homepage.
- Monthly calendars and classroom newsletters are sent home with suggestions for strategies to extend and support learning at home.
- Teachers, resource staff, and administrators reach out regularly to share concerns, progress, and good news. All notices are translated into Spanish.

Additionally, we recognize health and safety concerns, including nutrition, as primary risk factors for families in poverty. As a result, community partnerships offer enrichment activities resources for our families. For example:

- Pepperidge Farms, Norwalk Hospital, and the City of Norwalk Health Department all work with Jefferson students in grades two through five in an ongoing effort to decrease childhood obesity. Project L.E.A.N. is focused on having children ready to learn on a daily basis through a free program offering healthy breakfasts, daily before-school Boot Camp, weekly classroom instruction about healthy living from a certified nutritionist, individual nutritional counseling, and monthly parent education events. Research based data from the Center for Disease Control and Prevention show our students are healthier and have more knowledge about health and nutrition than those who do not participate in this type of program.
- Jefferson was the first school in Norwalk to bring free dental care to our students through Norwalk Smiles, a program offering mobile dental care.
- Children who are food-insecure participate in the Friday "Backpack Program" offered by the Connecticut Food Bank providing healthy weekend meals.
- Wrap-around child care is available on site through A.C.H.I.E.V.E., an independent service provider, from 7: 00 a.m. until 6:00 p.m. daily. Families are assured of safe and stable care while parents are working.

We offer many more traditional events designed to involve parents. Annual workshops to help parents understand standardized testing are offered for students in grades three through five. Early Literacy Workshops for parents in the primary grades and family Math and Science evenings are always well attended.

These examples clearly show the utilization of diverse community and school resources working together and leading to academic success. Being nominated for this Blue Ribbon award sends a strong message to the community that collaborating truly makes a difference for students and families.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at Jefferson Science Magnet School is completely aligned with both the State of Connecticut and now the Common Core State Standards (CCSS) for English Language Arts and Mathematics. In addition, our magnet theme forms the foundation for our K-5 instructional focus on experiential and inquiry-based science. In Reading Language Arts, our teachers are well trained and supported in the Readers Workshop practices as designed by Teachers' College. Students are instructed daily using this model in the homeroom setting. Guided and independent reading practice is supported with an abundance of leveled materials, much of which parallel the CCSS goals for non-fiction. Thus students are taught at grade level expectations while practicing these skills and increasing their fluency with reading materials at their own level. In a second block of English Language Arts, time is dedicated daily to our 'Double Dose' targeted flexible grouping program, as previously described.

Mathematics instruction is also aligned with Common Core State Standards. The goal of creating mathematical thinkers and problem solvers is also based on an inquiry approach, while also maintaining a focus on the basic math skills that all students need. This is helpful to our large population of English Language Learners for whom math is a relative area of strength because they have developed their math concepts through their previous educational experiences. Differentiation and flexibility are built into our math instruction, again allowing students to receive instruction at another grade level when necessary.

The Social Studies and Science curricula are integrated into the classroom work throughout the week. Not only do the students learn specific content standards in each area, but they also focus on applying reading skills and competencies to the content areas as required by the CCSS in English Language Arts.

With respect to Science, instruction is focused on the content as outlined by the CCSS at each grade level. Many off-site experiences that are different from the more commonly described 'field trips' complement this work. Teachers prepare students to gather data in advance of the off-site experience and then to apply the data they gathered as a means of extending their learning when they return. In addition, students visit Jefferson's Science Lab every week where our science teacher utilizes content specific classroom instruction, along with data gathered from the off-site trips, to involve students in the inquiry process. The overall goal is not only to deepen our students' understanding of science and how it is linked to real life, but also transfer the processes of investigation and problem solving to other academic areas.

Our Physical Education program has the benefit of outside supports designed to foster healthy living and nutrition. Project L.E.A.N. teaches all grade two through five students and their families what is needed to grow up healthy and be ready to learn each day. Students also have the opportunity to experience daily increased physical activity in a before-school Boot Camp.

Our art and music teachers integrate their disciplines into various grade level projects that celebrate the diversity of our community. The music teacher presents two annual concerts where children's vocal and instrumental skills are highlighted, and works with grade level teams to organize smaller monthly performances. Art is showcased throughout the building on an ongoing basis, at the end of the year in an All School Art Show, and at the annual City Wide Art Show. We also have an art exchange with a sister school in Central America that gives our students an opportunity to interact with art in another culture.

Last but not least, Technology is integrated into each classroom as a natural part of the grade level's instruction. It can range from utilizing specific iPad applications focused on a particular student to the seamless use of SMART Boards that are used in each classroom to motivate and engage full classrooms of students in learning. In addition, technology and Internet utilization are essential parts of our inquiry and problem solving approach, particularly when students are researching questions or framing problems. Finally grade 5 utilizes the "E Pal" program matching our students with 'electronic mentors'/General Electric employees, who in turn share the experience of working in remote areas other than Norwalk.

2. Reading/English:

The Reader's and Writer's Workshop model is Jefferson's core literacy program because it incorporates the high level of differentiation that our student population needs. This instructional model provides the structured, balanced literacy approach that accommodates all learners. This is particularly important for our older students who are still in the process of learning English, and may have an inconsistent background in educational experiences. For example, for a fifth grade student who has not mastered the foundations of reading, the Workshop Model provides the time and structure for interventions that ensure student growth and success.

Within the Workshop model, students receive direct explicit instruction framed by CCSS expectations. A model of scaffolding, with gradual release of responsibility, allows the time to apply their skills to work in groups, pairs and independently. During this time, teachers work with small skills groups around a common instructional need, one on one for individual attention, or conferencing with individuals to assess skills and guide progress. In all cases, the teacher is modifying instruction to fit individual student needs, differentiating instruction by re-teaching, or providing enrichment. Assessment data (DIBELS Dynamic Indicators of Basic Early Literacy Skills, TRC Reading and Comprehension, DRA2 Developmental Reading Assessment 2nd edition, daily conferencing notes) are used to target intervention or enrichment for each child.

From kindergarten through grade 5, daily reading instruction includes interactive read alouds, shared and independent reading, vocabulary and word study (phonemic awareness, spelling, etc.). Our emphasis on independent reading is especially important because many of our students come from non-English speaking families with few reading resources at home. All of our classrooms have well-stocked reading libraries with materials at varied levels of difficulty in fiction as well as non-fiction genres to meet the differentiated needs of each student.

As mentioned earlier our additional hour ('Double Dose') of reading every day is dedicated to targeted flexible regrouping with an adult-to-student ratio of 1:10 with ELL, special education teachers, and non-certified instructional staff all participating. Each instructor works with both individual and groups of students and meets regularly to discuss successes and challenges in an effort to help each other better determine the individual reading needs of the students. We believe that this combination of in-class instruction and daily targeted regrouping has contributed to our ability to improve reading outcomes and make serious gains on closing the achievement gap for a large number of our students, especially those in our subgroups who are achieving at high levels.

3. Mathematics:

Norwalk Public Schools moved to the CCSS-aligned GO Math program in 2010. While Jefferson teachers focus on creating mathematical thinkers and reinforcing basic skills, they have had to make major modifications and adjustments to this spiraling program for the many students at each grade level who did not have the prerequisite skills.

In an effort to ensure that all students succeed in this new program, teachers are supplementing with additional instructional strategies to accommodate a wide range of student needs. These strategies focus on both the utilization of manipulatives and the connections to real life experiences whenever possible. The program includes a strong online component for lesson design, assessment, and progress monitoring, and empowers our teachers to assign extra help or enrichment in the form of math games or activities tailored to individual student needs.

Similar to reading instruction at Jefferson, teachers use up-to-date student data to determine every child's mathematical needs, and then modify instruction quickly to ensure that they are either supported or challenged. Upon reflection, it is our strong belief that our focus on the use of data to guide our innovative language arts program has had a 'spillover effect' that has positively impacted our mathematics performance as well. Initially, we saw this with grades two and three, the first two instructional data teams to roll out our

‘Double Dose’ model of reading instruction. As these teachers became comfortable with using assessment to design targeted flexible grouping, share practice, and look at student work in reading, we saw quick and dramatic increases in math performance on standardized testing beginning in grade three. This increased internal capacity to use data to drive instruction continued to grow as teachers looped with their students to the next grade.

As a result of our approach to math instruction, utilization of resources, solid instructional practices, and our teachers’ skill in using data to drive instruction, we have seen since 2010 an overall 30% increase in the number of our students scoring at or above goal on the Connecticut Mastery Test in math. This is in comparison to the district’s overall increase of 17%. These gains are all the more impressive when we take into account the challenges faced by our population.

4. Additional Curriculum Area:

a)

The unique features of Jefferson’s science theme are apparent throughout the building - from hydroponics and fish in the hallways to outdoor edible gardens designed and built by community members to weather stations and bird houses. Science instruction is approached in many ways: in the classroom, in the field, and in the science lab. Students work in a design sequence that teaches content, provides science activities with a purpose, and then integrates these two in an inquiry-based manner that prepares them to be problem solvers. They learn to investigate, apply their learning in other areas and become lifelong learners. So many of our program components, specifically our off site experiences, are rarely offered to elementary students.

- From coastal explorations off Long Island Sound in Norwalk to similar experiences in New London, CT, students gather data and process it in various ways.
- Students regularly participate in inter-coastal explorations in all grades, learn specific science goals and synthesize common elements from each of them.
- Our primary grades have school-based and field experiences off site at Stepping Stones Museum for Children.
- All grades have school-based and field experiences at The Maritime Aquarium of Norwalk. Instruction by educators from these two primary partners is woven throughout every child’s school experience.
- Our third grade participates in the Sound Waters Program in Stamford, CT.
- Fourth grade students take an overnight trip to the Avery Point Campus of The University of CT in Groton.
- Our fifth graders spend a week each fall at Nature’s Classroom learning about their environment and building background knowledge. They also explore the CT Science Center in Hartford each spring.

These are the types of background knowledge-building experiences that are especially important to a school community with a poverty rate such as ours. They give our students the opportunity to regularly participate in learning experiences that children from our more advantaged surrounding communities have on a regular basis. Our teachers take these new shared experiences very seriously, and use them to support many of our instructional goals in reading, writing and math, and tie them to new learning.

b)

Another unique feature of Jefferson’s program is its summer program for incoming kindergartners and their families. For the past six years, our own experienced kindergarten and first grade teachers and assistants provide this half-day, four-week program focusing on kindergarten readiness skills in both literacy and numeracy. Important aspects of the program are ensuring a smooth transition for students and families, as well as building the socialization skills that are so important to school success. As a result, our teachers are able to begin the district's kindergarten screening (concepts of print, rhyming, letter and number identification, etc.) during the summer, identify potential problems, and commence intervention immediately.

Our kindergarten team believes that because of their detailed knowledge of students' strengths, weaknesses, and interests prior to the opening of school in September, they can create well balanced classes, avoid separation issues, and make the transition to a full day kindergarten earlier in the year. First time families are able to get to know the school and teachers during the more quiet time of summer with only kindergarten students present in the building. They are able to begin true instruction earlier in the year. Participation is high, and families report satisfaction with the program. All of this has resulted in increased reading, writing and numeracy growth for this grade level.

5. Instructional Methods:

All students at Jefferson experience a variety of classroom instructional methods that maximize student learning. For example, our school-wide adoption of Tribes creates a positive culture of self-discipline. Tribes is a democratic group process designed to develop a positive environment and promote human growth and learning through community building. In the classroom, Tribes are formed sociometrically to distribute boys, girls, students of high and low peer acceptance, and those with heterogeneous abilities. Unlike many cooperative learning approaches, Tribes stay together over a long period of time. By establishment of a caring environment, it provides structure for positive interaction for working groups, for both students and adults. We have found that the power of being included and valued by peers motivates both students and adults to be active participants in their own learning.

Overall teachers use all kinds of instructional methods to motivate student learning. Manipulatives, technology, high interest text, are all designed to encourage children to move towards higher levels of learning each day.

Then the various means of differentiating instruction through the analysis of student work in all content areas individualizes learning to meet the needs of each child. Work samples, formal and informal assessments, including CFAs, and anecdotal records are used to inform and drive instruction. While it is a challenge to quickly assess a student's strengths and weaknesses, capitalizing on what they do well engages them and moves them on to higher standards of growth. Moreover, as all students experience new learning, they are provided with the time and materials to practice this skill at their own learning level and be successful. Teachers have made a significant commitment to technology integration through the use of SMART Boards and iPads for engaging students in the learning process, streaming video, and other publishing resources. Even kindergarten and grade one students are adept at doing word and number sorts and accessing resources on the SMART Board. Using technology as a child-centered learning tool has been so successful, that it will continue as one of the focal points of our school-wide professional development plan.

Instructional methods are only as effective as the expertise and commitment of the teachers. For the Jefferson staff members, many of whom are Spanish speaking, collaboration is central to what they do every day. They embrace the belief that all children must be prepared for 21st century learning. And so grade level teams meet weekly after school to plan together. Bridging meetings are conducted in both June and September for vertical articulation and sharing critical information about individual regular and special education students. They loop with their students in the upper grades as a means of continuing to build on their students' strengths over two years. Everyone is focused on ensuring that each and every child continues to grow and learn throughout their years at Jefferson.

6. Professional Development:

Jefferson's professional development approach is a multi-faceted combination of formal presentations and conferences from experts in the field to job-embedded collegial coaching and support. All of these approaches are grounded in scientifically research-based instruction (SRBI) tailored to the needs of our diverse population.

With respect to formal presentations, two key themes are science/inquiry and language arts instruction. Teachers attended "The School for Exploration and Inquiry" located at the CT Science Center in Hartford.

Teams of teachers also attended the annual Teachers' College week long Summer Institute to fine-tune their Readers and Writers Workshop model of instruction. We also combine these with data analysis training as a means of connecting teachers' new learning to the impact they are having on student outcomes.

Thus analyzing student data is key to determining our professional development needs. In 2006, the percentage of students performing at or above goal in writing as measured by the Connecticut Mastery Test was below the district average. This prompted the staff to explore different writing programs. Empowering Writers was selected; teachers were trained to use the new materials and to observe/support each other during this transition. The professional development effort has made a tremendous impact on our students' writing performance. Our 3rd grade CMT results in writing from 2006 to 2013 increased 22%, as opposed to a 2% increase across the district. In 4th grade writing, there was a 58% increase vs. 16% at the district level, and 15% increase in 5th grade vs. 3% for district.

Job-embedded professional development is woven into what teachers do every day. The daily schedule is designed so that instructional data teams can meet for 60 to 120 minutes a week. Each meeting can have a different theme, but all are focused on discussing student performance and sharing successful practices. Additionally, once a practice is shared in grade level meetings, teachers are encouraged to observe each and share feedback. These job-embedded opportunities are a constant source of learning for our staff.

We even have teachers participating in voluntary on-going book clubs. One of these groups studying Michael Schmoker led to our adoption of the Workshop Model and another on a Robert Marzano book resulted in increasing teacher capacity for math instruction. These self-directed professional development opportunities, together with formal presentations and job-embedded collegial learning, all contribute to the overall improvement in student achievement at Jefferson.

7. School Leadership

The philosophy at Jefferson is one of shared leadership that actively develops teacher leaders, empowers them to identify areas of interest or expertise, and implements changes based on their guidance and input. It is a safe environment where relationships are based on trust. Teachers know it is safe to try, to fail and to adjust. They understand that as they learn, their expertise positively impacts their own students as well as those in other classrooms.

Since 2012, the leadership structure includes the Principal and a half-time Assistant Principal. Since there are no literacy or math coaches in the building, Jefferson has an internal leadership team with representatives from each grade level that meets weekly to discuss and address all areas of school life. This team's impact is invaluable from managerial level decisions, such as school safety, to developing strategies to address the achievement gap.

Much of Jefferson's success can be traced to decisions made by this teacher leadership team. Teacher feedback and common sense adjustments made by this team have consistently proven to be invaluable. One example is the conscious decision to align second grade instruction with third grade expectations. Students in grade three, a testing year, are now better prepared for the CMT assessments. This group is just another example of Jefferson's school motto, "We Help Each Other," and the shared belief that all children can learn.

Our school has accomplished many great things but the primary force behind our success is the shared leadership philosophy of the certified and non-certified staff. These are the Jefferson people who work together on a daily basis to push students to learn and reach their highest potential. The principal and assistant principal are an established team that works closely, shares responsibility for management, and serves as instructional leaders. They create the environment and sustain the structures that allow teachers to meet, plan, share, and grow together as teacher leaders. They maintain an open door policy with easy access for students, staff, parents and community members from morning bus duty to informal parking lot discussions at the end of the day.

Certainly Jefferson's administrators know how to support various instructional methods and recruit teachers who can implement them. But ultimately it is Jefferson's staff that ensures all students learn. Without their hard work, dedication, professionalism and most importantly their willingness to take risk, none of our success would be possible.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Connecticut Mastery Test

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher:

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus Goal plus Advanced	86	92	88	91	91
% Goal and Advanced	70	82	60	76	81
Number of students tested	87	90	98	76	74
Percent of total students tested	100	98	100	100	100
Number of students tested with alternative assessment	6	3	4	0	0
% of students tested with alternative assessment	6	3	5	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus Goal plus Advanced	80	90	85	91	85
% Goal and Advanced	63	75	54	71	77
Number of students tested	46	59	71	44	26
2. Students receiving Special Education					
% Proficient plus Goal plus Advanced	100	50	100	0	100
% Goal and Advanced	50	50	50	0	100
Number of students tested	2	4	2	0	2
3. English Language Learner Students					
% Proficient plus Goal plus Advanced	71	57	77	75	69
% Goal and Advanced	43	29	41	63	63
Number of students tested	21	14	17	8	16
4. Hispanic or Latino Students					
% Proficient plus Goal plus Advanced	84	91	84	90	86
% Goal and Advanced	62	76	58	74	77
Number of students tested	37	46	45	38	35
5. African- American Students					
% Proficient plus Goal plus Advanced	72	94	96	90	90
% Goal and Advanced	50	83	52	74	68
Number of students tested	18	18	27	19	19

6. Asian Students					
% Proficient plus Goal plus Advanced	93	90	92	100	100
% Goal and Advanced	86	90	92	100	100
Number of students tested	14	10	12	3	6
7. American Indian or Alaska Native Students					
% Proficient plus Goal plus Advanced					
% Goal and Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus Goal plus Advanced					
% Goal and Advanced					
Number of students tested					
9. White Students					
% Proficient plus Goal plus Advanced	100	94	85	93	100
% Goal and Advanced	94	94	62	79	100
Number of students tested	16	16	13	14	12
10. Two or More Races identified Students					
% Proficient plus Goal plus Advanced					
% Goal and Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus Goal plus Advanced					
% Goal and Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus Goal plus Advanced					
% Goal and Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus Goal plus Advanced					
% Goal and Advanced					
Number of students tested					

NOTES: The Connecticut Mastery Test Modified Assessment System (CMT MAS) is an alternate assessment for students whose disability precludes them from achieving grade-level proficiency on the standard CMT, even when provided with accommodations. Considered as a group, these students may perform significantly better when the statewide assessment is modified to make the assessment more accessible and instructionally meaningful. Students with disabilities who have an active individual education program (IEP) may be selected to participate in the CMT MAS through the planning and placement team (PPT) process. The CMT MAS is designed to assess grade-level curriculum standards. Students may be assessed with the CMT MAS in reading and/or mathematics.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 4
Publisher:

Test: Connecticut Mastery Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus Goal plus % Advanced	93	89	91	76	79
% Goal and Advanced	84	67	78	46	56
Number of students tested	87	98	77	76	66
Percent of total students tested	98	100	100	100	99
Number of students tested with alternative assessment	4	4	0	1	1
% of students tested with alternative assessment	4	4	0	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus Goal plus % Advanced	92	84	87	56	74
% Goal and Advanced	79	61	75	29	54
Number of students tested	63	69	47	34	35
2. Students receiving Special Education					
% Proficient plus Goal plus % Advanced	100	67	100	43	25
% Goal and Advanced	100	0	0	14	0
Number of students tested	2	3	1	7	4
3. English Language Learner Students					
% Proficient plus Goal plus % Advanced	50	70	60	13	50
% Goal and Advanced	25	30	20	0	13
Number of students tested	8	10	5	8	16
4. Hispanic or Latino Students					
% Proficient plus Goal plus % Advanced	88	91	91	69	81
% Goal and Advanced	75	68	76	28	54
Number of students tested	48	44	42	36	37
5. African- American Students					
% Proficient plus Goal plus % Advanced	100	86	94	70	63
% Goal and Advanced	88	61	83	50	50
Number of students tested	16	28	18	20	16
6. Asian Students					
% Proficient plus Goal plus % Advanced	100	100	100	83	80

Advanced					
% Goal and Advanced	100	90	100	83	60
Number of students tested	9	10	4	6	5
7. American Indian or Alaska Native Students					
% Proficient plus Goal plus % Advanced					
% Goal and Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus Goal plus % Advanced					
% Goal and Advanced					
Number of students tested					
9. White Students					
% Proficient plus Goal plus % Advanced	100	85	82	100	100
% Goal and Advanced	100	62	73	70	75
Number of students tested	13	13	11	13	8
10. Two or More Races identified Students					
% Proficient plus Goal plus % Advanced					
% Goal and Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus Goal plus % Advanced					
% Goal and Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus Goal plus % Advanced					
% Goal and Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus Goal plus % Advanced					
% Goal and Advanced					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher:

Test: Connecticut Mastery Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus Goal plus % Advanced	76	86	82	78	75
% Goal plus Advanced	55	61	62	63	37
Number of students tested	93	76	71	68	75
Percent of total students tested	99	100	99	100	100
Number of students tested with alternative assessment	6	0	2	3	1
% of students tested with alternative assessment	6	0	3	4	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus Goal plus % Advanced	68	84	75	81	70
% Goal plus Advanced	46	56	50	61	30
Number of students tested	66	55	48	3	46
2. Students receiving Special Education					
% Proficient plus Goal plus % Advanced	100	0	100	17	0
% Goal plus Advanced	0	0	100	0	0
Number of students tested	2	1	3	6	2
3. English Language Learner Students					
% Proficient plus Goal plus % Advanced	67	71	25	31	50
% Goal plus Advanced	22	57	0	0	7
Number of students tested	9	7	8	13	14
4. Hispanic or Latino Students					
% Proficient plus Goal plus % Advanced	73	6	76	80	76
% Goal plus Advanced	55	58	55	60	41
Number of students tested	44	43	38	35	37
5. African- American Students					
% Proficient plus Goal plus % Advanced	73	90	84	65	59
% Goal plus Advanced	42	63	58	65	14
Number of students tested	26	19	19	17	22
6. Asian Students					
% Proficient plus Goal plus %	100	100	88	86	100

Advanced					
% Goal plus Advanced	80	100	75	86	75
Number of students tested	10	2	8	7	4
7. American Indian or Alaska Native Students					
% Proficient plus Goal plus % Advanced					
% Goal plus Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus Goal plus % Advanced					
% Goal plus Advanced					
Number of students tested					
9. White Students					
% Proficient plus Goal plus % Advanced	80	73	100	89	92
% Goal plus Advanced	60	64	100	56	59
Number of students tested	13	13	11	13	8
10. Two or More Races identified Students					
% Proficient plus Goal plus % Advanced					
% Goal plus Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus Goal plus % Advanced					
% Goal plus Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus Goal plus % Advanced					
% Goal plus Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus Goal plus % Advanced					
% Goal plus Advanced					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher:

Test: Connecticut Mastery Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus Goal plus Advanced	72	81	69	72	76
% Goal and Advanced	55	69	53	50	54
Number of students tested	86	89	99	76	74
Percent of total students tested	100	97	100	100	100
Number of students tested with alternative assessment	7	4	3	0	0
% of students tested with alternative assessment	7	4	3	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus Goal plus Advanced	60	74	63	57	69
% Goal and Advanced	44	62	44	39	35
Number of students tested	45	68	71	44	26
2. Students receiving Special Education					
% Proficient plus Goal plus Advanced	0	0	0	0	50
% Goal and Advanced	0	0	0	0	50
Number of students tested	1	3	3	0	2
3. English Language Learner Students					
% Proficient plus Goal plus Advanced	38	21	41	50	50
% Goal and Advanced	14	14	24	13	25
Number of students tested	21	14	17	8	16
4. Hispanic or Latino Students					
% Proficient plus Goal plus Advanced	56	74	62	74	66
% Goal and Advanced	44	61	49	50	37
Number of students tested	36	46	45	38	35
5. African- American Students					
% Proficient plus Goal plus Advanced	72	94	74	63	79
% Goal and Advanced	50	77	48	47	53
Number of students tested	18	14	27	19	19
6. Asian Students					
% Proficient plus Goal plus	79	70	85	100	100

Advanced					
% Goal and Advanced	57	60	77	100	83
Number of students tested	14	10	13	3	6
7. American Indian or Alaska Native Students					
% Proficient plus Goal plus Advanced					
% Goal and Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus Goal plus Advanced					
% Goal and Advanced					
Number of students tested					
9. White Students					
% Proficient plus Goal plus Advanced	100	94	70	79	84
% Goal and Advanced	75	88	54	43	84
Number of students tested	16	16	13	14	12
10. Two or More Races identified Students					
% Proficient plus Goal plus Advanced					
% Goal and Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus Goal plus Advanced					
% Goal and Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus Goal plus Advanced					
% Goal and Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus Goal plus Advanced					
% Goal and Advanced					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher:

Test: Connecticut Mastery Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus Goal plus Advanced	87	79	76	57	59
% Goal and Advanced	72	58	53	39	42
Number of students tested	86	98	76	75	66
Percent of total students tested	98	100	100	100	100
Number of students tested with alternative assessment	5	4	1	2	1
% of students tested with alternative assessment	5	4	1	3	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus Goal plus Advanced	84	72	70	33	47
% Goal and Advanced	68	50	44	18	31
Number of students tested	63	68	46	33	36
2. Students receiving Special Education					
% Proficient plus Goal plus Advanced	100	33	0	17	0
% Goal and Advanced	0	0	0	17	0
Number of students tested	1	3	0	6	3
3. English Language Learner Students					
% Proficient plus Goal plus Advanced	13	18	20	13	31
% Goal and Advanced	13	0	0	0	6
Number of students tested	8	11	5	8	16
4. Hispanic or Latino Students					
% Proficient plus Goal plus Advanced	77	3	76	51	56
% Goal and Advanced	69	57	44	29	31
Number of students tested	48	44	41	35	36
5. African- American Students					
% Proficient plus Goal plus Advanced	100	93	83	40	50
% Goal and Advanced	63	59	67	25	50
Number of students tested	48	44	41	35	36
6. Asian Students					
% Proficient plus Goal plus	100	82	100	83	80

Advanced					
% Goal and Advanced	88	73	100	83	60
Number of students tested	16	27	18	20	16
7. American Indian or Alaska Native Students					
% Proficient plus Goal plus Advanced					
% Goal and Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus Goal plus Advanced					
% Goal and Advanced					
Number of students tested					
9. White Students					
% Proficient plus Goal plus Advanced	100	77	73	85	78
% Goal and Advanced	93	54	55	70	67
Number of students tested	13	13	11	13	9
10. Two or More Races identified Students					
% Proficient plus Goal plus Advanced					
% Goal and Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus Goal plus Advanced					
% Goal and Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus Goal plus Advanced					
% Goal and Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus Goal plus Advanced					
% Goal and Advanced					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher:

Test: Connecticut Mastery Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus Goal plus % Advanced	81	69	63	59	62
% Goal plus Advanced	69	56	44	43	45
Number of students tested	93	75	71	68	73
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment	6	1	3	3	1
% of students tested with alternative assessment	6	1	4	4	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus Goal plus % Advanced	74	67	53	54	59
% Goal plus Advanced	61	56	26	35	39
Number of students tested	66	54	47	43	44
2. Students receiving Special Education					
% Proficient plus Goal plus % Advanced	100	0	50	17	0
% Goal plus Advanced	0	0	50	17	0
Number of students tested	2	0	2	6	0
3. English Language Learner Students					
% Proficient plus Goal plus % Advanced	33	57	0	0	31
% Goal plus Advanced	22	14	0	0	8
Number of students tested	9	7	8	13	13
4. Hispanic or Latino Students					
% Proficient plus Goal plus % Advanced	75	67	58	54	67
% Goal plus Advanced	66	60	40	37	53
Number of students tested	44	42	38	35	36
5. African- American Students					
% Proficient plus Goal plus % Advanced	81	68	58	53	38
% Goal plus Advanced	65	53	21	41	24
Number of students tested	26	19	19	17	21
6. Asian Students					
% Proficient plus Goal plus %	90	100	75	86	75

Advanced					
% Goal plus Advanced	90	100	75	57	75
Number of students tested	10	2	8	7	4
7. American Indian or Alaska Native Students					
% Proficient plus Goal plus % Advanced					
% Goal plus Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus Goal plus % Advanced					
% Goal plus Advanced					
Number of students tested					
9. White Students					
% Proficient plus Goal plus % Advanced	100	82	100	67	84
% Goal plus Advanced	70	46	100	56	50
Number of students tested	10	11	6	9	12
10. Two or More Races identified Students					
% Proficient plus Goal plus % Advanced					
% Goal plus Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus Goal plus % Advanced					
% Goal plus Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus Goal plus % Advanced					
% Goal plus Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus Goal plus % Advanced					
% Goal plus Advanced					
Number of students tested					

NOTES: The Connecticut Mastery Test Modified Assessment System (CMT MAS) is an alternate assessment for students whose disability precludes them from achieving grade-level proficiency on the standard CMT, even when provided with accommodations. Considered as a group, these students may perform significantly better when the statewide assessment is modified to make the assessment more accessible and instructionally meaningful. Students with disabilities who have an active individual education program (IEP) may be selected to participate in the CMT MAS through the planning and placement team (PPT) process. The CMT MAS is designed to assess grade-level curriculum standards. Students may be assessed with the CMT MAS in reading and/or mathematics.